

Spring 2018 Alaska Assessment Item Types

Performance Evaluation for Alaska's Schools (PEAKS) English Language Arts (ELA) and Mathematics Assessments and Alaska Science Assessment

Item types may vary by grade and content area.

Selected-Response (SR) Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content and can be used to assess a variety of skills. There are three types of SR items that may be used on the computer-based and paper-based assessments: Multiple-Choice (MC), Multi-Select (MS), and two-part Evidence-Based Selected Response (EBSR). In all cases, SR items require that students choose the correct answer(s) from a provided list. While students may perform some work directly related to determining the correct answer, they are not required to generate the content of the answer when responding to a selected-response item.

Multiple-Choice (MC)

All Multiple-Choice(MC) items have four answer choices, including three “distractors” (incorrect answers) and one correct answer. Distractors for Mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. Distractors for English Language Arts (ELA) represent common misinterpretations and misconceptions, inaccurate reasoning, or casual reading errors, etc. A correct response to an MC item is worth one raw point. MC items are at all grades and in all content areas.

Multiple-Choice items may be linked to, or stand independent from, a passage or stimulus source. Items that operate independent of a stimulus are also known as “stand-alone MC.” Standalone items may still have tables, graphs, or other information used in support of the stem. ELA uses a mixture of MC items linked to a stimulus or passage and some that are standalone. For mathematics and science, all MC items are considered standalone.

Sample: Multiple Choice

Which statement **best** explains Earth's day and night cycle?

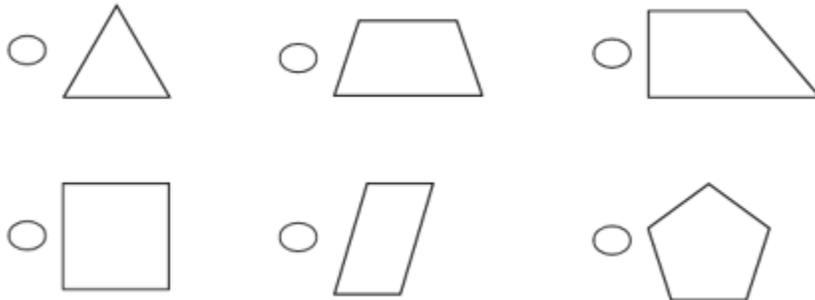
- (a) Earth rotates once each day on its axis.
- (b) Earth revolves around the Sun each year.
- (c) The Sun is closest to Earth during the day.
- (d) The tilt of Earth changes throughout the year.

Multi-Select

Multi-Select items are autoscored items with more than one correct answer. Some MS items are similar to MC items but have two or more correct answers.

Sample: Multi-Select Item

Sasha is designing a window. The window will be a shape that is a quadrilateral but not a rectangle. Select ALL the shapes that Sasha could choose.



Enhanced-Selected Response Item

Items may be in print or online. Items are autoscored and may be varying combinations of selected-response including gridded-response items, completion or short-answer, and technology-enhanced items. ELA ESR gridded-response items appear in the print assessment.

An exception to this requirement is short-response/gridded-response items, in which students are required to enter a short alphanumeric response.

Sample One: Gridded Response (ELA paper-based print companion for Drag and Drop, Drop Down list and Match Interaction items.)

Choose whether each event happens in "The Legend of the Black Fish," "Orca Rescue," or both passages. Record the answers in the answer bubbles.

EVENTS	1. Happens in "The Legend of the Black Fish"	2. Happens in "Orca Rescue"	3. Happens in Both Passages
a. Someone receives help from an animal.			
b. An animal shows thanks for receiving help.			
c. A saved animal splashes wildly in the water.			
d. An animal is in trouble.			

a. (1) (2) (3)
 b. (1) (2) (3)
 c. (1) (2) (3)
 d. (1) (2) (3)

A sub type of ESR is a Multi-Part Selected Response Item that is an ELA paper-based print companion for Drop Down List Items.

Sample Two: Multi-Part Selected Response

17. Read the sentence.

When we 1 at the 2 , we were 3 by the rest of the 4 .

Choose the correct spelling of each word.

Blank 1

- A. arived
- B. arrived
- C. arrivved

Blank 2

- A. field
- B. feild
- C. feeld

Blank 3

- A. greetted
- B. greated
- C. greeted

Blank 4

- A. teem
- B. team
- C. teme

Two-Part Evidence-Based Selected Response (EBSR)

The Evidence-Based Selected-Response items (EBSR) have two parts and are designed to elicit an evidence-based response, usually based on what a student has read in a stimulus passage. EBSR items are used only with the ELA assessment, and most EBSR items are linked to a stimulus passage or to a stimulus passage set. All two-part EBSR items have an Accuracy piece and an Evidence piece.

The accuracy piece of the item is Part A. Part A of a typical EBSR item is similar to a standard MC test question. A student analyzes a stimulus and chooses a single correct answer from four answer choices. Part B of a typical EBSR item elicits evidence from the passage and requires that the student select one or more correct answers based on the response the student provided to Part A. Part B is also different from Part A in that it may have five or six answer options (rather than the four answer options typical of an MC item) and more than one option may be correct.

Sample: Evidence-Based Selected Response

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which inference about the narrator in “An Amazing Day at the Aquarium” is supported by the passage?

- (a) The narrator wants to work at the aquarium.
- (b) The narrator goes on many field trips.
- (c) The narrator is eager to discover new information.
- (d) The narrator has been to the ocean before.

Part B

Which sentence from the passage **best** supports your answer in part A?

- (a) I couldn't believe what I was hearing: our class was going on a field trip to the City Aquarium!
- (b) Even when I was little, I was interested in all things aquatic.
- (c) There were other exhibits too.
- (d) Maybe I could make a difference by helping save our oceans.

Text Dependent Analysis (TDA) Items

Text-Dependent Analysis (TDA) items will be used in the ELA assessment in grades 4–9. Unlike a writing prompt, the TDA item is a text-based analysis, based on a passage or a multiple-passage set that each student has read during the assessment. Both Literature and Informational Texts are addressed through this item type. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student’s reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. A character count at the bottom tracks the students’ response length. Students will have access to a writer’s checklist to help guide them in their response. The TDA prompt will be scored using a holistic scoring guideline.

Sample: Text Dependent Analysis

Both passages tell about a different student taking a trip to an aquarium. Write an essay analyzing how the two passages are similar and how the two passages are different. Use evidence from **both** passages to support your essay.

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Technology-Enhanced (TE) Items

Technology-Enhanced items are computer-delivered, selected-response (SR), and open-ended response test items that use enhancements to augment the user interface. While these item types share the same functional structure of traditional paper-and-pencil test questions, the expansive features and functions of a computer-based medium are meant to show the possibilities available for constructed-response items in print and online environments.

A wide variety of TE item types are available for use with DRC's online testing system, INSIGHT, including Hot Text Selection, Short Input or Short Answer, Coordinate Graph Input, Drag and Paste, Matching, and Highlighting Text.

Short Input or Short Answer

Short Input or Short Answer items allow for many different type of inputs. The number of characters is usually limited to a relatively small number in order to facilitate autoscoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. Certain short input items can also be used in paper-based assessments as a gridded-response item.

Sample One: Short Answer

Look at the function.

$$f(x) = -2x + 6$$

What is the value of $f(3)$? Write your answer in the box below.

Sample Two: Gridded Response (Mathematics paper-based print companion for short input/short answer items)

Multiply.

$$22 \times 12$$

Enter your answer in the gridded response area.

	/	/	/	
*	*	*	*	*
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Coordinate Graph Input

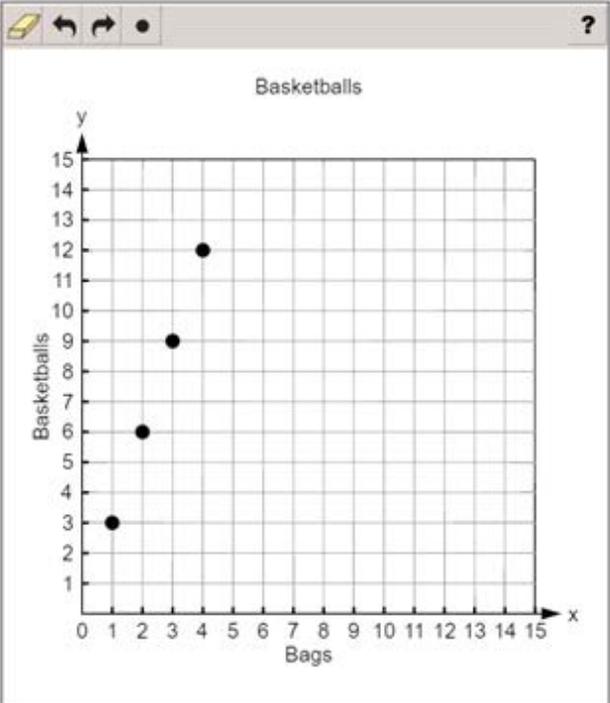
Coordinate Graph Input items allow for the graphing and labeling of points and lines. Regions, determined by plotted lines, can be shaded. Solid and open “dots,” as well as solid and dashed lines, are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.

Sample: Coordinate Graph Input

Joseph works at a gym. Each morning, he brings out bags of basketballs for members to use. There are the same number of basketballs in each bag. The table shows the total number of basketballs depending on how many bags Joseph has.

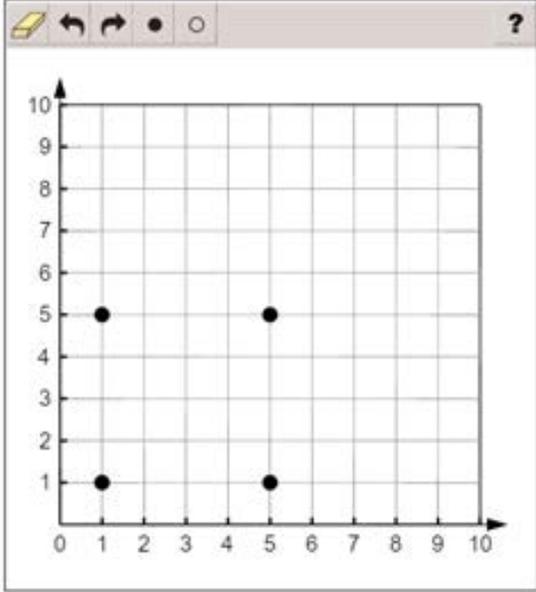
Basketballs in Bags					
Bags	0	2	4	6	7
Basketballs	0	6	12	18	21

Plot points on the coordinate grid to show the number of basketballs in 1, 2, 3, and 4 bags.



Sample Two: Coordinate Graph Input

The grid contains points that represent two vertices of a square. Plot two more points to complete the square.



The image shows a coordinate grid with x and y axes ranging from 0 to 10. Four points are plotted at the coordinates (1, 1), (5, 1), (1, 5), and (5, 5). These four points form a square with side length 4. A toolbar is located above the grid, containing icons for erasing, undo, redo, and plotting, along with a question mark icon.

Drag and Drop Input

Drag and Drop Input items can be used in a wide variety of ways by requiring information to be moved into a specific area. The main difference between a Drag and Drop and a Drag and Paste is that a Drag and Drop allows each draggable entity to be used only once. A reset feature is available that allows the student to start over from the original configuration.

Sample: Drag and Drop Input

Read the sentences.

Choose the two words that **best** fill in the blanks.

Drag the words to the blanks.

?

My grandfather always told my brother and me that the two most important things in life are _____ and _____. He claimed that even though those two things can't be bought or sold, they can be valued by people every single day of their lives. He also said that those two ideals have brought him more joy and happiness than he ever could have imagined.

pets cars honesty toys freedom books

Drag and Paste Input

Drag and Paste Input items can be used in a wide variety of ways. In contrast with a Drag and Drop, a Drag and Paste allows draggable entities to be used more than once. A reset feature is available that allows the student to start over from the original configuration.

Sample: Drag and Paste Input

Determine the value of each number or expression. Drag each number or expression into the correct box.

📄
?

Negative	Zero	Positive

$-(-2)$
 -4.65
 $| -7 |$
 $-4 + -4$
 $-3 + 6$

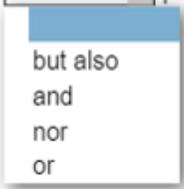
Drop-Down List Input

Drop-Down List Input items enable the collection of information about a student's grasp of a concept with a single item. In Math, students can be asked to choose from different function types, four number-of-real-zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions, a considerable amount of information can be gained, making this almost an open-ended item type. ELA Drop-Down List Inputs items allow for multiple responses in one item.

Sample: Drop-Down List Input

Read the sentence. Choose the correct conjunctions from the drop-down menus.

While I like playing the guitar for my friends, I like taking lessons on Saturday mornings when all my friends are still sleeping practicing for a half hour every single day of the week.



Pictograph using Drag and Paste

Pictograph using Drag and Paste is actually another example of drag and paste, but is worth mentioning on its own as it is a type of graphing often used at lower grade levels. The print version of this item type is a Draw item in which the student draws the lines indicated.

Sample: Drag and Paste

Kelsey has 12 dog treats for her 3 dogs. She will give the same number of treats to each dog. Separate the treats into equal groups by placing lines between them.

(Practice Hint: Drag the green lines on the side to separate the treats.)



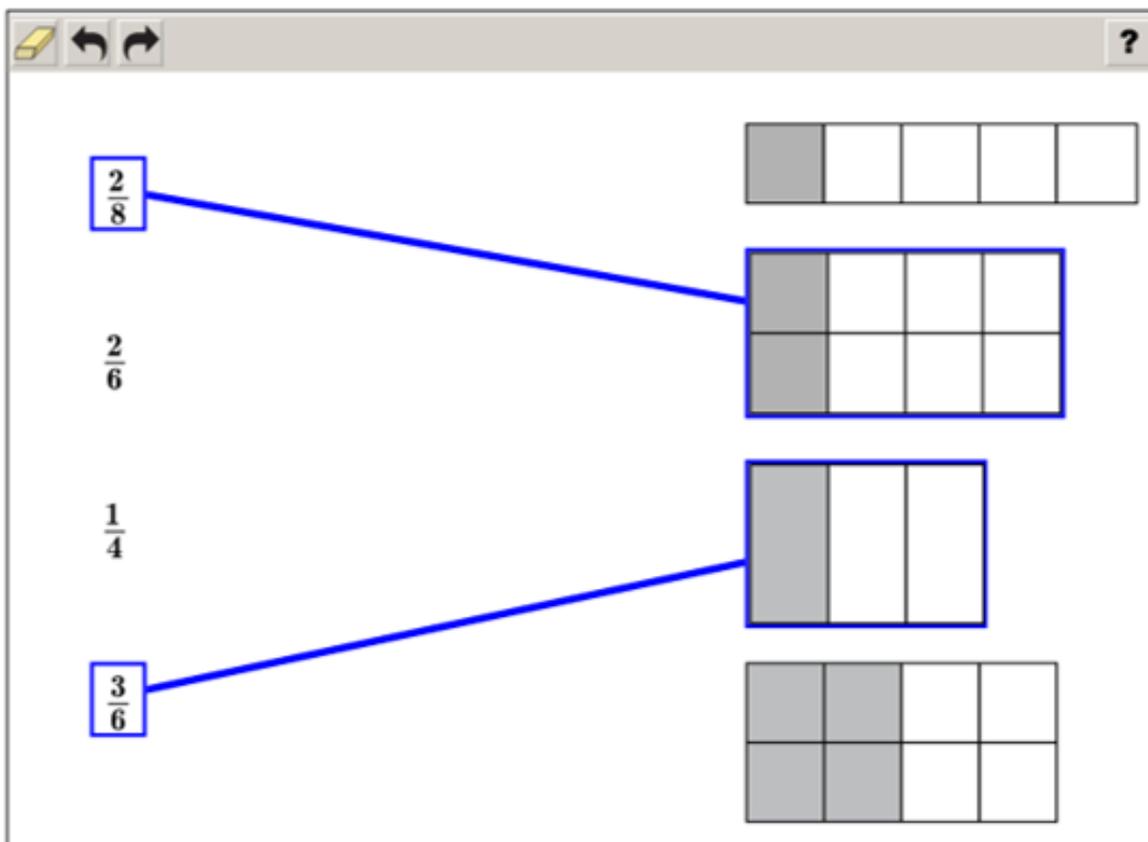
Matching Input

Matching items allow for the use of text or graphics as the matching objects. The student clicks on one object and then clicks on a second object to connect them. In Table Match Interaction Items, students click the boxes to indicate the selection.

Sample one: Matching

Match each fraction below with the model or models showing an equal fraction of shaded bars.

(Practice Hint: Select a fraction on the left side and a blue box appears. Then select the match on the right side and a blue line connects them. Not all fraction models may have matches, and some may have more than one.)



The screenshot shows a matching interface with a toolbar at the top containing an eraser, undo, redo, and help icons. On the left, four fractions are listed in boxes: $\frac{2}{8}$, $\frac{2}{6}$, $\frac{1}{4}$, and $\frac{3}{6}$. On the right, there are four fraction models, each consisting of a grid of bars. The first model is a 1x5 grid with 1 bar shaded. The second model is a 2x4 grid with 2 bars shaded. The third model is a 1x3 grid with 1 bar shaded. The fourth model is a 2x4 grid with 3 bars shaded. Blue boxes are drawn around the $\frac{2}{8}$ and $\frac{3}{6}$ fractions. Blue lines connect the $\frac{2}{8}$ fraction to the 2x4 grid with 2 bars shaded, and the $\frac{3}{6}$ fraction to the 2x4 grid with 3 bars shaded.

Sample Two: Table Match Interaction

The chart shows a summary of four events in Newton's life before he went to college and a number for each event's sequence. Match each event with the order it occurs by selecting the correct number. You will use each number only once.

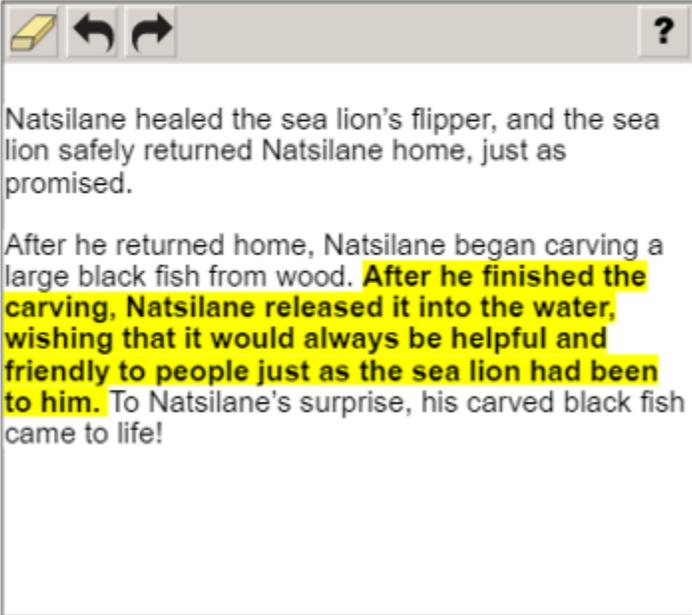
?				
	1	2	3	4
Newton insisted on studying mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newton was sent to live with his grandfather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newton was given responsibility for an estate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newton attended school for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highlighting Text

Highlighting Text items allow a word, phrase, sentence, or paragraph of a designated text to be highlighted.

Sample: Highlighting Text

Read the paragraphs from "The Legend of the Black Fish." Then, choose **two** sentences that show a central message of the passage.



The interface shows a text editor with a toolbar at the top containing a highlighter icon, left and right arrow icons, and a question mark icon. The text below is as follows:

Natsilane healed the sea lion's flipper, and the sea lion safely returned Natsilane home, just as promised.

After he returned home, Natsilane began carving a large black fish from wood. **After he finished the carving, Natsilane released it into the water, wishing that it would always be helpful and friendly to people just as the sea lion had been to him.** To Natsilane's surprise, his carved black fish came to life!

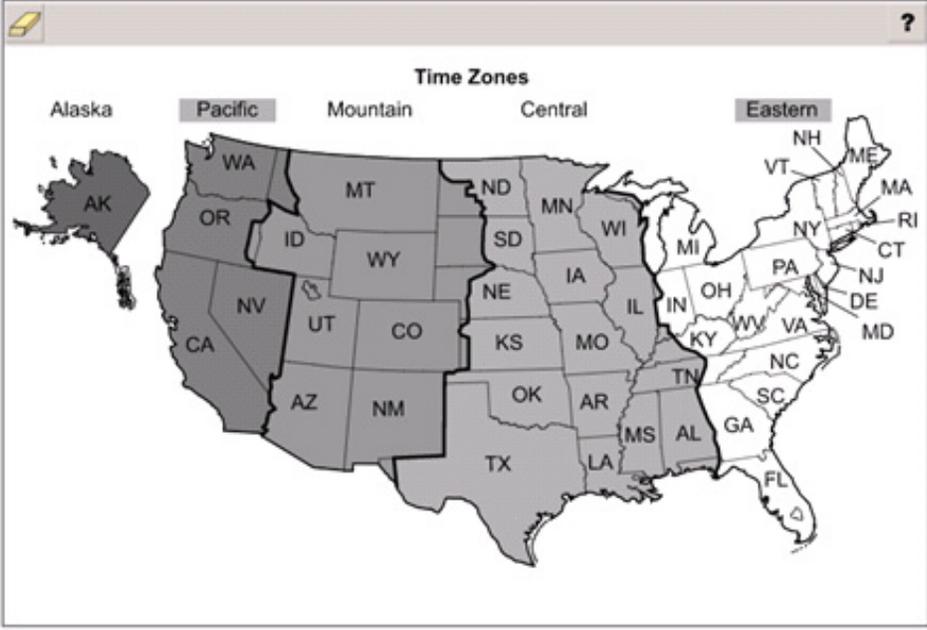
Hot Text Selection

Hot Text Selection allows for selecting text that identify the criteria for the solution to the problem. One or multiple words, numbers, or equations can be selected. This is similar to Multiple Select but provides more options for item display as exemplified below.

Sample One: Hot Text

Jeremy and Anne both live in the United States. They do not live in Alaska nor Hawaii. Jeremy calls Anne on the telephone. Where Jeremy lives, the time he calls is 11:40 AM. Where Anne lives, the time she answers Jeremy's call is 2:40 PM.

On the map, click the title of ALL the time zones in which Jeremy and Anne could live.



Sample Two: Hot Text

Nolan counts the people at a swimming pool. He rounds the number of people to the nearest ten. He says, "There are 40 people at the swimming pool."

Click on ALL the numbers of people that could be at the swimming pool.



Constructed Response (CR) Items

Only used in Science for 2018.

As the name suggests, Constructed-Response (CR) items differ from Selected-Response items in that the student must generate the content of their response to the problem or objective provided in the item rather than choosing the response from options supplied within the item. Like their MC counterparts, CR items may be linked to, or stand independent from, a stimulus source. CR items that operate independent of a stimulus are known as “standalone CR.” Standalone CR items may still have tables, graphs, or other information used in support of the question. Short CR items are designed to elicit brief written responses (a paragraph of three or four sentences or a series of very objective and concise answers of just a few characters) that are entered into small response boxes. No extemporaneous text/explanation/work is required. Extended CR items are designed to elicit an extended written response (three or four paragraphs, up to one page) or a mixture of a written text and short, concise answers placed in small response boxes.

Sample: Constructed Response (Science only)

This question is worth 2 points.

A student recorded air temperatures on Monday and Tuesday.

Time	Monday	Tuesday
8:00 AM	45°F	50°F
9:00 AM	47°F	52°F
10:00 AM	48°F	53°F
11:00 AM	50°F	55°F
12:00 PM	52°F	57°F
1:00 PM	?	?

A. Describe a pattern in the student's recorded data.

0/500

B. Based on the pattern, predict the **most likely** air temperature at 1:00 PM for each day.

Monday: °F

Tuesday: °F